Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 10 Days
Domains: • Numbers and Operations in Base Ten • Operations and Algebraic Thinking	**Chapter 1: Number Concepts**		

New Jersey Student Learning Standards (NJSLS)

Understanding place value **Prerequisite skill required to master standard*	*2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a "hundred." 2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	*2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
	*2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
Work with equal groups of objects to gain foundations for multiplication.	2.OA.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • Tens and ones blocks • Counting Tape • Soar to Success Math • Mega Math • iPads/Laptops • Projects	• How do you know the value of a digit? • How do you describe a 2-digit number as tens and ones? • What are different ways to write a 2-digit number? • How do you show the value of a number in different ways? • How does making a list help you solve a problem? • How are even and odd numbers different? • How do you compare and order numbers?

Knowledge: Students will…	ASSESSEMENTS:

• Use place value to describe the values of digits in numbers. • Use place value and expanded form to describe numbers. • Apply place value concepts to write numbers in various ways. • Apply place value concepts to find equivalent representations of numbers. • Solve problems by using the strategy *make a list.* • Classify numbers as odd or even. • Use symbols to compare and order numbers.	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review Model Assessment Unit 1 Model Assessment Unit 2 Model Assessment Unit 3 Model Assessment Unit 4 Model Assessment Unit 5
RESOURCES	
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources	

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 14 days
Domain: Numbers and Operations in Base Ten	**Chapter 2: Numbers to 1,000**		

New Jersey Student Learning Standards (NJSLS)

Understanding place value	2.NBT.A.1	Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: 2.NBT.A.1a 100 can be thought of as a bundle of ten tens — called a "hundred." 2.NBT.A.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
	2.NBT.A.2	Count within 1000; skip-count by 5s, 10s, and 100s.
	2.NBT.A.3	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
	2.NBT.A.4	Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher madegames • Chapter Literature • Grab and Go Activity Cards • Soar to Success Math • Mega Math • iPad • Laptops • Projects • Base ten blocks	✓ How are tens grouped as hundreds? ✓ How do you show a 3-digit number using blocks? ✓ How do you write the 3-digit number that is shown by a set of blocks? ✓ How do you know the value of the digits in numbers? ✓ What are the three ways to write a number? ✓ How can you use blocks or quick pictures to show a number in different ways? ✓ How can you use place value to count by 10s or 100s? ✓ How does place value help you identify counting patterns? How can you make a model to solve a problem? ✓ How do you compare numbers? ✓ How do you order numbers?
Knowledge: Students will …	**ASSESSEMENTS:**

• Understand grouping tens as hundreds. • Show 3-digit numbers using base-ten blocks • Write the 3-digit number shown by a set of blocks. • Identify the values of digits in 3-digit numbers. • Write numbers in different forms. • Write numbers in different ways by composing and decomposing hundreds. • Count on or count back by 10s or 100s beginning with any number. • Count by tens and hundreds to extend number patterns. • Solve problems using the strategy make a model • Use words and symbols to compare numbers • Order numbers up to 1000 from least to greatest and from greatest to least.	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review
RESOURCES	
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Other teacher supplemental resources • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources	

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 13 days
Domain: Operations and Algebraic Thinking	**Chapter 3: Basic Facts and Relationships**		

New Jersey Student Learning Standards (NJSLS)

Understand and apply properties and operations and the relationship between addition and subtraction	1.OA.3	Apply properties of operations as strategies to add and subtract.
Add and subtract within 20.	1.OA.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
	1.OA.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
Represent and solve problems involving addition and subtraction.	1.OA.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Differentiated	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • Soar to Success Math • Mega Math • iPad • Laptops • Projects • TouchMath program	• What are some ways to remember sums? • How is the make-a-ten strategy used to find sums? • How can you add three numbers? • How are addition and subtraction related? • How does knowing fact families help you find sums and differences? • What are some ways to remember differences? • How can you use bar models to help you solve addition and subtraction problems? • How can writing a number sentence help you solve a problem? • How can you find missing addends? • How do you know if the two sides of a number sentence are equal or unequal?
Knowledge: Students will …	**ASSESSEMENTS:**

• Recall sums for basic facts using properties and strategies. Recall sums for addition facts using the make a ten strategy. Use properties and strategies to find the sum of three addends. Use the inverse relationship of additions and subtraction to recall • Use fact families to find sums anddifferences. • Recall differences for basic facts. • Use bar models to represent different addition and • problems. • Solve problems using the strategy *write a number* • Apply the concept of equality to solve for the • in addition sentences. • Compare expressions using the = and ≠ signs.	• Teacher observations • Student Assessments—Go Math Chaptertests • Unit Test • Enrichment test • Basic facts review
RESOURCES	
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplementalresources	

Domains: Operations and Algebraic Thinking; Number and Operations in Base Ten	**Chapter 4: Two Digit Addition**		
New Jersey Student Learning Standards (NJSLS)			
Use place value understanding and properties of operations to add and subtract.	2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	
	2.NBT.B.6	Add up to four two-digit numbers using strategies based on place value and properties of operations.	
	2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	
	2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	
	2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.[1]	
Represent and solve problems involving addition and subtraction	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]	
Add and subtract within 20	2.OA.A.2	Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.	
Differentiated Instruction		**Essential Questions**	

• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • Soar to Success Math • Mega Math • iPad • Laptops • Projects • TouchMath program	• How does breaking apart a number make adding easier? • How can you make an addend a ten to help solve an addition problem? • How do you break apart addends to add tens and then add ones? • When do you regroup in addition? • How do you record two-digit addition? • How do you record the steps when adding two digit numbers? • What are two different ways to write addition problems? ∅ How can drawing a diagram help you solve a problem? ∅ How can you estimate sums? • What are some ways to add three numbers? • How can you write a number sentence to represent a problem?
Knowledge: Students will …	**ASSESSEMENTS:**
➢ Find a sum by breaking apart a one digit addend to make a two digit addend a multiple often. ➢ Develop flexible thinking for two-digit addition using compensation. ➢ [illegible] algorithm. ➢ Model two-digit addition with regrouping. ➢ Record two-digit addition using the standard algorithm. ➢ Practice two-digit addition with and without regrouping. ➢ Rewrite horizontal addition exercises vertically using the standard algorithm format. ➢ Solve problems using the strategy *draw a diagram*. ➢ Estimate sums for two digit addition using the of 20, 50, 100 ➢ Find sums for three 2-digit numbers. ➢ Represent addition situations using number sentences.	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review
RESOURCES	

Go Math Resources

- Animated Math Models
- iTools
- Student Workbooks
- Mega Math- Go Math
- Soar to Success- Go Math
- Grab and Go Differentiated Center Kit
- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed
- Other teacher supplemental resources

Content Area:	MATHEMATICS		Grade Level: 2	Pacing: 13 days
Domain: Operations and Algebraic Thinking	**Chapter 5:Two Digit Subtraction**			
New Jersey Student Learning Standards (NJSLS)				
Use place value understanding and properties of operations to add and subtract.	2.NBT.B.5	Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.		
	2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.		
	2.NBT.B.8	Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.		
	2.NBT.B.9	Explain why addition and subtraction strategies work, using place value and the properties of operations.[1]		
Represent and solve problems involving addition and subtraction	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]		
Add and subtract within 20	2.OA.A.2	Fluently add and subtract within 20 using mental strategies.[2] By end of Grade 2, know from memory all sums of two one-digit numbers.		

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • Soar to Success Math • Mega Math • iPad • Laptops • Projects • Base ten blocks • TouchMath program	➢ How does breaking apart a number make subtraction easier? ➢ When do you regroup in subtraction? ➢ How do you record two-digit subtraction? ➢ How do you record the steps when subtracting with two-digit numbers? ➢ What are two different ways to write subtraction problems? ➢ How can drawing a diagram help you solve a problem? ➢ How can you write a number sentence to represent a problem? ➢ How do you know what steps to do to solve a problem?

Knowledge: Students will …	ASSESSEMENTS:

• Break apart a one-digit subtrahend to subtract it from a two-digit number.
• Model two-digit subtraction with regrouping.
• Model and then record two-digit subtraction using the standard algorithm.
• Record two-digit subtraction using the standard
  ○ algorithm.
• Practice two-digit subtraction with and without
  ○ regrouping.
• Rewrite horizontal subtraction exercises vertically using
  ○ the standard algorithm format.
• Solve problems using the strategy *draw a diagram*.
• Represent subtraction situations using number
  ○ sentences.
• Determine steps to take in order to solve multistep
  ○ problems.
	• Teacher observations
	• Student Assessments—Go Math Chapter tests
	• Unit Test
	• Enrichment test
	• Basic facts review

RESOURCES	
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources	

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 9 days
Domain: Measurement and Data	**Chapter 6: Data**		

New Jersey Student Learning Standards (NJSLS)		
Represent and interpret data	2.MD.D.9	Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
	2.MD.D.10	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems[1] using information presented in a bar graph.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Grab and Go Activity Cards • Soar to Success Math • Mega Math • iPad • Laptops • Projects	• How do you record data when you take a survey? • How can making a list help you solve a problem? • How does a key on a pictograph help you read the data? • How do you make a bar graph to show data? • How do you use a bar graph to help you answer questions? • How do you use a chart or graph to help you solve problems?
Knowledge: Students will …	**ASSESSEMENTS:**
• Take a survey and record the results in a tally chart and a frequency chart. • Solve problems using the strategy *make a list*. • Make pictographs and interpret data in pictographs. • Make bar graphs and interpret data in bar graphs. • Interpret data in bar graphs. • Interpret data in frequency charts and bar graphs.	• Teacher observations • Student Assessments—Go Math Chapter tests • Unit Test • Enrichment test • Basic facts review

RESOURCES
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 11 Days
Domains: Operations and Algebraic Thinking; Number and Operations in Base Ten	**Chapter 7: 3-Digit Addition and Subtraction**		

New Jersey Student Learning Standards (NJSLS)

Use place value understanding and properties of operations to add andsubtract	2.NBT.B.7	Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
Represent and solve problems involving addition and subtraction.	2.OA.A.1	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.[1]

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher madegames • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • "Soar to Success" (Go Math) • Mega Math (Go Math) • Teacher Projects • Base ten blocks	• How do you break apart addends to add hundreds, tens, and ten ones? • When do you regroup ones inaddition? • When do you regroup tens inaddition? • How do you know when to regroup inaddition? • How do you record the steps when adding 3-digit numbers? • How can youmake a model to solve a problem? • When do you regroup ones insubtraction? • When do you regroup tens insubtraction?
Knowledge: Students will know…	**ASSESSEMENTS:**
• Apply place value concepts to explore 3-digit addition. • Record 3-digit addition using the standard algorithm • Solve 3-digit addition problems that may involve regrouping twice. • Practice 3-digit regrouping. • Solve problems utilizing the strategy *make a model.* • Record 3-digit subtraction using the standard algorithm w/ regrouping tens? • Record 3-digit subtraction using the standard algorithm w/ regrouping hundreds	* Teacher observations • Student Assessments—Chapter tests – Go Math • Unit Test • Enrichment test • Basic facts review

RESOURCES
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 10 Days
Domain: Operations and Algebraic Thinking; Number and Operations in Base Ten	**Unit 8: Multiplication Concepts**		

New Jersey Student Learning Standards (NJSLS)		
Work with equal groups of objects to gain foundations for multiplication	2.OC.C.3	Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.
	2.OA.C.4	Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher madegames • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • "Soar to Success" (Go Math) • Mega Math (Go Math) • Teacher Projects	• How do you extend a skip counting pattern? • How can acting out a problem help show apattern? • How do you extend a number pattern? • When and how can you use multiplication to show addition? • How can you make a model to show multiplication? • How can skip counting help you multiply with 2? • How can you use skip counting to multiply by5?
Knowledge: Students will know…	**ASSESSEMENTS:**

• Skip count with multiples to extend number patterns. • Solve problems using the *strategy act it out.* • Extend number patterns in tables. • Write repeated addition as multiplication. • Use an array or a grid to model multiplication. • Use skip counting to multiply by 2. • Use skip counting to multiply with 5.	* Teacher observations • Student Assessments—Chapter tests – Go Math • Unit Test • Enrichment test • Basic facts review
RESOURCES	
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources	

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 17 Days
Domain: Measurement & Data	**Chapter 9: Length**		

New Jersey Student Learning Standards (NJSLS)		
Measure lengths and estimate length in standard units	2.MD.A.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
	2.MD.A.2	Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
	2.MD.A.3	Estimate lengths using units of inches, feet, centimeters, and meters.
	2.MD.A.4	Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
Relate addition and subtraction to length	2.MD.B.1	Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher madegames • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • "Soar to Success" (Go Math) • Mega Math (Go Math) • Teacher Projects	✓ How can you compare the length of two objects that you cannot place side by side? ✓ How do you compare the length of three objects? ✓ How can you use inch models to measure length? ✓ Why is using a ruler similar to using a row of colored tiles to measure length? ✓ How can you estimate the length of objects in inches? ✓ How do you use an inch ruler to measure length? ✓ How do you use an inch mark to estimate length in inches? ✓ Why is measuring in feet different from measuring in yards? ✓ Why is measuring in yards different from measuring in feet? ✓ How can you use a centimeter model to measure length? ✓ How do you use a centimeter ruler to measure length? ✓ How can you use known lengths to estimate unknown lengths? ✓ Why is measuring in meters different from measuring incentimeters? How can acting it out help you solve a problem?
Knowledge: Students will know…	**ASSESSEMENTS:**

✓ Compare the length of two objects by an indirect method. ✓ Apply the Transitive Property when comparing length. ✓ Use concrete models for measuring length in inches. ✓ Use a ruler as a measurement tool. ✓ Estimate length by mentally partitioning the length into units. ✓ Measure lengths to the nearest inch using a ruler. ✓ Estimate and then measure length in inches. ✓ Measure length in both inches and feet to explore the inverse relationships between size and number of units. ✓ Measure length in both feet and yards to explore the inverse relationships between size and number of units. ✓ Use a concrete model to measure length in centimeters. ✓ Measure length to the nearest centimeter using a centimeter ✓ Estimate lengths of objects by comparing them to known ✓ Measure lengths in both centimeters and meters to explore the inverse relationship between size and number of units. ✓ Solve problems using the *act it out* strategy.	• Teacher Observations • Student Chapter Assessments • Unit test • Enrichment test • Timed tests • Basic facts review
RESOURCES	
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources	

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 9 Days
Domain: Measurement & Data	**Chapter 10: Weight, Mass, Capacity (optional chapter)**		

New Jersey Student Learning Standards (NJSLS)

NA

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher made games • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • "Soar to Success" (Go Math) • Mega Math (Go Math) • Teacher Projects	• How do you choose the unit to use to measure the weight of an object? • How do you choose and use the units to measure mass? • How do you choose and use units to measure capacity? • How are milliliters and liters alike? How are they different? • How do you decide which units to use to measure? • How can acting it out help you solve a problem?
Knowledge: Students will …	**ASSESSEMENTS:**
• Chose and use a unit to measure the weight of objects in ounces or pounds. • Chose and use a unit to measure the mass of objects in grams or kilograms. • Measure capacity in cups and quarts. • Measure capacity in milliliters and liters. • Choose an appropriate unit to measure weight, mass, and capacity. • Solve problems using the strategy *act it out*.	• Teacher Observations • Student Chapter Assessments • Unit test • Enrichment test • Timed tests • Basic facts review
RESOURCES	

Go Math Resources

- Animated Math Models
- iTools
- Student Workbooks
- Mega Math- Go Math
- Soar to Success- Go Math
- Grab and Go Differentiated Center Kit

- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed
- Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 13 Days
Domain: Measurement & Data	Chapter 11: Money and Time		

New Jersey Student Learning Standards (NJSLS)

Work with time and money	2.DM.C.7	Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
	2.DM.C.8	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Differentiated Instruction:

- Enrichment Activities
- Reteach Activities
- Grab and Go and Teacher made games
- Chapter Literature
- Chapter Activity Cards
- I-Pad Apps
- Laptops
- "Soar to Success" (Go Math)
- Mega Math (Go Math)
- Teacher Projects

Essential Questions:

- How do you find the total value of a group of dimes, nickels, and pennies?
- How can you find the total value of a group of coins?
  - ∅ How do you order coins to help find the total value? ∅ How can finding a pattern help you solve a problem? ∅ How can you show the value of one dollar with coins?
- How do you tell time to the hour and half hour on a clock that has only an hour hand?
- How do you tell time to the hour and half hour on an analog clock?
- How do you tell and show time to five minutes?
- How do you tell and show time to the minute?

Knowledge: Students will …

- Count collections of dimes, nickels, and pennies.
- Count collections of coins that include half dollars and quarters.
- Order coins by value and then find the total value. ∅ Solve problems using the strategy *find a pattern.* ∅ Show one dollar in a variety of ways.
- Write times to the hour and half hour shown on analog clocks.
- Tell and show time to five minutes.
- Tell and show time to the minute.
- Understand relationships of units of time.

ASSESSEMENTS:

- Teacher Observations
- Student Chapter Assessments
- Unit test
- Enrichment test
- Timed tests
- Basic facts review

Resources
Go Math Resources • Animated Math Models • iTools • Student Workbooks • Mega Math- Go Math • Soar to Success- Go Math • Grab and Go Differentiated Center Kit • Math Concept Readers • ELL Lessons- as needed • Enrichment Lessons- as needed • Reteach Lessons- as needed • RTI Lessons-as needed • Other teacher supplemental resources

Content Area:	MATHEMATICS	Grade Level: 2	Pacing: 12 days
Domain: Geometry	**Chapter 12: Geometry and Patterns**		

New Jersey Student Learning Standards (NJSLS)		
Reason with shapes and their attributes.	2.G.A.1	Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.[1] Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
	2.G.A.2	Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.
	2.G.A.3	Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.

Differentiated Instruction	Essential Questions
• Enrichment Activities • Reteach Activities • Grab and Go and Teacher madegames • Chapter Literature • Chapter Activity Cards • I-Pad Apps • Laptops • "Soar to Success" (Go Math) • Mega Math (Go Math) • Teacher Projects	• What are the names of some three-dimensional shapes? • What shapes can you name just by knowing the number of sides and vertices? • What is one way you can sort two-dimensional shapes? • How do you know if a shape has a line of symmetry? • How do you predict what is next in a pattern that is growing? • How can finding a pattern help you solve a problem? • How do you find a rule for a growing pattern? • How do you find and explain a rule for a growing pattern? • How do you find missing terms in a growing pattern?
Knowledge: Students will …	**ASSESSEMENTS:**

• Describe and name three-dimensionalshapes. • Name 3, 4, 5, and 6 sided shapes according to the number of sides and vertices. • Sort two-dimensional shapes according to their attributes. • Identify and draw a line of symmetry for a shape ∅ Describe, predict, and extend growing patterns. ∅ Solve problems using the strategy *find a pattern*. ∅ Identify a rule for a growing pattern. • Find and explain a rule for a growing pattern. • Find missing terms in growing numberpatterns.	• Teacher Observations • Student Chapter Assessments • Unit test • Enrichment test • Timed basic skills tests

RESOURCES

Go Math Resources

- Animated Math Models
- iTools
- Student Workbooks
- Mega Math- Go Math
- Soar to Success- Go Math
- Grab and Go Differentiated Center Kit
- Math Concept Readers
- ELL Lessons- as needed
- Enrichment Lessons- as needed
- Reteach Lessons- as needed
- RTI Lessons-as needed
- Other teacher supplemental resources

Assessments	Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks, Model Curriculum Assessment & Resources
21st Century Skills and Career Integration	Informational sources, text features, appropriate financial literacy skills
Technology Integration	Digital tools; iPads, computers, Reflex Math, Learn Zillion, Illustrated Mathematics
Interdisciplinary Connections	Social Studies and Science- Informational Text
Core Instructional and Supplemental Materials	Core Instruction: Go Math Series, GoMath Support / Intervention Materials, Model Curriculum Resources, Curriculum Resources Folder

Modifications/Accommodations	ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk Special Education: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group